

# SCHOOL ACTIVITIES

*The Extra Curricular Magazine*

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During the School Year by

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## As the Editor Sees It—

Why must some school activities be called "extra curricular?" The expression is a most convenient one to use in referring to school enterprises outside the curriculum. Curriculum is the Latin word meaning circuit or circular runway on which chariot races were run—the course; as applied to schools it signifies a road over which every student must travel. In its original sense curriculum can not easily be applied to projects in individualized instruction, the child-centered school, personality development and other terms which assume that all students should not run the same course.

A record of all victories and no defeats in athletics over a long period of time is not a piece of good fortune for a school. About all that can be said for it is that all defeats and no victories would be worse.

The school traditions should not be uprooted without serious thought. Under stress of shortage of funds it is easy to dismiss problems without solving them, by voting "no" once for all. If there has been a school annual, there must have been a felt need for it, and the felt need will arise again, even though it may not be compelling now. If it is dropped this year, there will be, at best, a missing link in the chain of annuals. That will cheapen all annuals of the past and block attempts at annuals for the future. It is not easy to keep alive traditions through a time like this. Yet a less pretentious showing may represent an even greater success. The history of a school may show the stream of progress narrowed down and slowed up, but it will

not show that it stopped while entrusted to the present incumbents. For example, last year a junior class of a small high school approached the seniors' graduation season with no funds for the annual banquet. Nor was any plan presented by which those funds could be raised. Conditions were terrible in the community. Yet there was a junior-senior banquet. Mothers of the juniors offered their labor and supplies. They met, organized and, using the school gymnasium and domestic science room, furnished a banquet that perhaps served more useful purposes than had any of its predecessors.

### NEXT MONTH

#### And in Subsequent Issues

**School Assemblies, by Edwin Milton Belles.**

**Know Your Community, by Berenice Mueller Ball.**

**A Character-Costume Day, by F. A. Boggess.**

**Decorations for Banquets, by Blanch Bensen.**

**Our County Fair, by Jane Louise Bell and Gertrude A. Leopold.**

**Over the Top, a play in one act, by Fay Briggs.**

**Values and Problems of Student Publications, by Donald B. Brooks.**

**Other Non-royalty Plays, Stunts, Monologs, Games, Money-making Plans and Articles in the Field of Extra Curricular Activities.**

outside and factions spring up within. When schools were prosperous competition was the thing. Now that schools have plenty of opposition outside we think of the blessings of co-operation.

Here is a good story, whether it is true or not. "She is an excellent teacher, and I hope she can get another position," declared the school superintendent in the town where the newspaper editor's daughter did not get a part in the high school play.

## FINANCING THE STUDENT PUBLICATION

Donald B. Brooks

The revenues for school publications come from several sources, the most important of which are:

- (1) *Student Body*
  - (a) Subscriptions sold to pupils
  - (b) Assessment of classes and organizations for cuts
  - (c) Special school activities (plays and other entertainments) to raise funds
  - (d) Allotments from student funds.
- (2) *Community*
  - (a) Subscriptions sold to alumni and others
  - (b) Advertisements in school publications
  - (c) Donations from alumni and parents.
- (3) *School Board*
  - (a) Assumption of all cost
  - (b) Payment of printing teachers' salary
  - (c) Donation to make up deficits.

### I. STUDENT BODY SALES

The sale of a school annual or other publication rarely pays for its cost of printing. As a basis upon which to figure, we may take the number of sales as being about two thirds of the student enrollment, a figure found by Deimer (1), who suggests that each organization pay for its own cuts and photographs. This has long been a common practice, and has the merit of assessing those most interested. (Strangely enough, they often decide they are not so interested in pictures after all, and the costs come down.)

### II. COMMUNITY ADVERTISING

Since school publications can seldom be financed by subscriptions alone, the administrator immediately decides to make up the deficit by selling advertising space. This is a doubtful, expedient, as it too frequently becomes charity from the alumni, or an ill-concealed rebate from merchants who sell to the school. (2), (3).

### III. COST DEFRAYED BY SCHOOL BOARDS

In a survey made in Kansas in 1928 it was found that out of 72 cities of the first and second class, one school board paid in full and others in part, for their school publications. Ten school boards helped in case of a deficit. Profits if any are used the following year. Ten year-

books were printed in their own school print shop. (3), (4).

### IV. EXPENSES

In a survey made by Nixon (4), it was found that the average cost of school publications in 1923 were:

Annual	\$ 806
Paper	856
Magazine	1425

The costs in detail were as follows:

Printing, \$200 to \$4,000, average \$806  
Engraving \$51 to \$1,200, average \$478  
Photography, \$0 to \$1,800, average \$137

These values are qualitative and are not to be taken too literally. They are based on two false assumptions. First, that when printed in a school print shop, the cost is less. In fact, some schools returned a statement of zero costs to such questionnaires, bringing down the average. There is no such thing as zero cost. It is merely an accountant's device for transferring cost to some other party. Before we can figure costs we must consider who must assume cost. If the student body, then it is zero cost if the school board pays in full; if the school board, then it is zero cost to them if there is no deficit to be met, and no share of the teacher's salary to be prorated. If the school system at large, including the community, student body, and the school board; then there is never a zero cost.

As for printing in the school shop, there is no real saving to the community or student body because the school board buys the equipment and pays the teacher's salary. What happens is that the annual staff then has a larger annual with more cuts at the same gross expense as before, resulting in a large increased cost to the community as a whole. (4).

This does not mean that school publications can not be printed with less cost to the student body if printed in the school print shop. They can, if a thrifty sponsor does not allow this saving to be spent on additional photography, engraving, costlier covers, etc. If a school saves the money the school board has saved them in their printing bills, the cost to the community will be exactly as it was before.

On the other hand, in actual practice there is usually an increased cost to the student body where annuals are printed in school shops, because an increased amount of paper is used for proofs and in spoilage, more ink is used, and linotype work and cuts spoiled that have to be

made over.

In figuring costs to the school board, the aliquot part of the teacher's salary as represented by the portion of his time used on school publications is overlooked. It may run to one half of his time. Thus at a salary of \$2400, the school board is paying \$1200 toward the school publications. It might be true economy to pay an outside print shop rather than have the school print shop handle such a job, especially if we add to the above cost, the interest on capital invested in equipment, yearly replacements, power, light, heat, and other items of overhead.

To offset this, is the fact that if sponsored by the printing teacher, costs can be much less than they usually are. Many mistakes are made by inexperienced journalism teachers and editorial staffs. They order more linotype material than is used, they assign duplicate articles, and supersede others already set up. On an average four column paper, this loss will amount to at least \$2.00 a week. Other expenses are buying special colored papers and inks for special runs, with an over supply not used on subsequent issues, and for special cuts with complicated mountings. It is conservative to say that at least \$100 a year could be saved the student body on school publications by competent technical advice.

The writer's experience would go to prove that school publications can be held down to the following costs to the student body, on a basis of 500 copies;

#### *In a School Print Shop*

Paper, \$6.00 per issue, \$180.00 per year of 30 issues.

Magazine, \$10.00 per issue, \$100.00 per year of 10 issues.

Annual, \$500.00 per issue, \$500.00 per year of 1 issue.

Teacher's salary, half \$1,200.00.

This makes a total of \$1,980.00.

#### *Printed in Commercial Shops*

Paper, \$15.00 per issue, \$450.00 per year of 30 issues.

Magazine, \$50.00 per issue, \$500.00 per year of 10 issues.

Annual \$1,200.00 per issue, \$1,200.00 per year of 1 issue.

This makes a total of \$2,150.00.

Methods and costs of school papers and annuals are well discussed by Martin E. Malcolm in the *Industrial Arts Magazine* for May, 1927.

At Rollin's Bay, Washington, a school of less than 100 students, the following

method was used: The print shop put out 34 issues of a weekly paper plus a cover and a binder. This made an annual on the installment plan at a total cost of \$269.85, of which the largest item was \$143.45 for halftones.

Under such a system or a modification of it, such as quarterly magazines making up the annual, the average school could very well have all three publications at about the same outlay as the annual alone now represents.

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#### RECENT DEVELOPMENTS IN DEBATE

Harold E. Gibson

The standardization of the procedure of holding debates has been going on for many years. Through constant trial and error the superfluous parts have been eliminated and the essential elements have been retained. The system which remains today includes those parts of debate which educators believe contain the greatest aid to the student who will engage in debate activities. There are, however, a great many debate coaches who believe that the kind of debating so generally used today is not the best, and they have been experimenting to find a superior system. Some of these experiments have been highly successful, and though we would hardly recommend that they take the place of the present typical debate entirely, it might be good to combine the better points in the old and new systems for the general betterment of the debate activity.

There are several arguments for the adoption of these new plans of debate. Their adoption may stimulate the students interested in speech to do more work. They may make the debate more interesting to the audience, and finally they will probably develop a greater respect for truth than is being developed today in

high school debaters.

Some of the most interesting modifications in the procedure of the debate will be discussed. They will be the "Carbondale Plan," Neutral floors, Open Forum, the Split Team, Three Sided Debate, and The "Oregon Plan" of debate.

The "Carbondale Plan" of debate was named after the high school where the plan originated. This plan takes care of the judging of the debate and has been highly successful wherever it has been used. In this system the judge is placed in the audience so that neither team knows who the judge is. In turn the judge has been given no previous knowledge as to which team is the home school, and which team represents the visiting school. During the progress of the debate no applause is permitted and only a short applause is tolerated at the end of each speech by the chairman. Each speaker is addressed by name, and not by the school he represents. This plan tends to eliminate the decided advantage which usually goes to the home team in a debate.

Often the competition among certain schools is so great that it is impossible to get a fair decision if the debate is held by either school. When this condition exists the coach who wishes to do the right thing will arrange for a debate on a neutral floor. This eliminates much of the chance of the home team having a great advantage over the other team. Such places as the Rotary Club, Business Men's Club, Churches or other schools in nearby communities where debate is a rarity can be used as neutral floors.

The Open Forum type of debate may be used with any debate. The regular constructive speeches are given. At the end of the constructive speeches no rebuttal is given, but the audience is allowed to ask questions of either side, and even are allowed to designate which speaker they want to answer the question. The decision in this debate is given to the team that is able to answer these questions with the most success. Each team is also allowed to ask their opponents two or three important questions. This number must be determined in advance, and the chairman must enforce this decision. This type of a debate will make the audience interested, and will make the student have a very thorough knowledge of the subject or he will not be able to make the answers when they are fired at him.

The success of this system will rest on

the chairman of the debate. He must be a man informed on the subject himself and must be careful that the audience is well controlled while the questions are being answered. It is always well to have a program at such a debate with a list of important questions which should be answered, so that the audience will understand the type of questions to ask.

The open forum debate gives the appearance of being fair at all times. Often debaters will admit points which they would never admit in another kind of a debate. It will tend to teach the student the respect for truth better than any other method of debate.

A recent novel innovation in debating is the Split Team. In this system three debaters compose each team. The teams are divided so that there are two debaters from one school on the affirmative and the third one from the visiting school. The negative is divided in the same manner. This system can be used as a novel idea, but if the purpose of the debate coach is to make a good team it will not work. The result usually is that both teams produce a very unconnected debate.

The Three Sided debate has been tried also as a novelty, but it has more merit than the split team. Under this system three schools meet on one question. Three phases of the debate question have been determined, and each school defends one of these three phases. An example of this system could be found in the high school debate subject for this year. *RESOLVED: That at least one-half of all state and local revenues should be derived from sources other than the taxes on tangible property.* School A would attempt to prove that the present system of taxation should be retained. School B would maintain that Taxes should be reduced and at least a part of the taxes should come from intangible wealth. School C would argue that at least one-half should come from intangible property. If the students use this type of debate they will have to have a great amount of knowledge on the question.

The second most important system of debating, and one that may be adopted in the future as our most important system is known as the "Oregon Plan." This name has been adopted due to the fact that this plan originated at the University of Oregon in 1925. This system eliminates the evils of the decision debate which is lack of truthfulness and it also eliminates the

evil of the non-decision debate which is lack of preparation. According to Professor Grey of the University of Oregon the plan has six main points.

1. The first affirmative speaker presents the entire affirmative case in a speech of twenty minutes length.

2. The first negative speaker presents the entire negative case in a speech of twenty minutes length.

3. The first affirmative speaker returns to the platform and is cross-questioned concerning his case by the second negative speaker. This period is ten minutes in length. The questioner is in charge and the answers must be short and definite. The Chairman is the final authority in any dispute regarding the relevancy of questions, the completeness and definiteness of answers, the interpretation of resolutions, etc.

4. The first negative speaker returns to the floor and is similarly cross-questioned by the second negative speaker.

5. The second negative speaker is given ten minutes to refute the arguments of the affirmative case and to summarize the debate for his side.

6. The second affirmative speaker is then given ten minutes for similar refutation and summary.

The entire time of the debate is one hour and twenty minutes. These periods can be altered as desired, but we have found them to be very satisfactory with the time allotted as above. \*

The advantages of this plan are many. There will be no prejudiced judge, no emphasis on winning, no poor preparations and we will find that truthfulness will be the main issue. This type of a debate is an approach to the method used in our courts.

The last type of debates to be discussed are the decisionless or audience decision debates. Theoretically these debates should not differ from any other debate, but in actual practice they usually are very poor productions. When the decisionless debate is used there is little incentive for the student to prepare his best, and the usual debate is a very pitiful attempt. Especially is the rebuttal poor in this type of debate if the students are not fully prepared.

In the audience decision debate the lack of preparation is eliminated, but other evils enter. Debaters attempt to win by working on the emotions of the audience instead of resorting to truthful thinking.

The second great disadvantage is that the decision usually goes to the home team.

For the practical use of most high schools the present system of debate with a few modifications will be successful. In the future it is very possible that new systems will take the place of the debate we use today. These new developments as discussed here may be found of value to the coach who wishes to stimulate his team and audiences with newer methods in debating.

\* Professor Grey, "The Oregon Plan of Debating," Quarterly Journal of Speech, April 1926, 12:178-9.

"Blue law" innovations introduced in a large Western Canada high school have hurt the dignity of the pupils, 1400 strong. Parking of student cars in the block around the school is prohibited; boys and girls are not allowed to talk to one another in the halls; sale of chewing gum and pop by the school canteen is now forbidden; no dances will be permitted this fall or winter; and, at four o'clock, the boys and girls are required to march out of class in line, which must be kept intact until out of the building. Are such disciplinary measures really necessary? Will they work? Remember the younger generation has a will of its own.—*School Progress*.

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## SCHOOL ASSEMBLIES

Edwin Milton Belles  
Assistant Professor Education  
University of Kansas

Previous articles in this series of "School Assemblies" have stressed the importance and necessity of nonsense programs for "just good fun." The following Radio Program presents in sketchy form a general outline with suggestive dialogue and announcer's comments.

## RADIO PROGRAM

The stage is set as the broadcasting room of a radio station. The "mike" stands left center placing the announcer with his side to the audience. Three boys are in the control room on the opposite side of the stage ready for the broadcast.

ANNOUNCER. Well, we go on the air in two minutes and Oh Boy! My Honey is going to listen in!!

BOY FROM CONTROL ROOM. Hey, I'll bet you get the air in two minutes, too. When she hears you announce she'll wonder whether that's an announcer or a busted tube.

ANNOUNCER. Oh yeah! Say, boy when she hears me talkin' she'll think it's Heaven.

COLORED BOY IN CONTROL ROOM. I'll bet she'll wish yo was in Heaven chile Boy, Ise bet she'll be singin' a lullaby to some other boy when you all's radio speechifyin'.

BOY FROM CONTROL ROOM. Quiet you birds! The power is on.

ANNOUNCER (stepping before "mike"). Good evening folks. This is Charles, "Radio Charles," broadcasting from station (use letters of school name) over a thousand motor-cycles and a couple of Fords. We've got a nice program on toni'th and expect to get it on the air as soon as possible. We've got a fine bunch of boys here rarin' to go so we're going to let a couple of them out of their 'ages to play you a nice little song entitled:

Duet Selected

ANNOUNCER (leading in applause). Well done, well done those boys sure ought to be feeling better now that they got that out of their systems. They must've been sick, don't you think so folks? Fact is, one of them does look better now. I hope you're all feeling ok out there in the big broad world. Now folks! This is the time to hear about the new toothpaste "Whiz-a-brush." Not a "pink toothbrush" is a carload. "It scrubs as it beats as it cleans." Don't fail to try the new paste that leaves your teeth white like Lilly's and sparkling like Pearl's. Any of you know Pearl? Try it once. That will be enough! You'll never try another.

Well, here we go again! Folks, several of these motorcycles haven't started yet—hold on they're coming soon. Next thing we're going to have a song

Solo Selected (Preferably funny)

ANNOUNCER (leading applause). Bravo! Bravo! Boy that ought to pep up our next performers. We're going to have famous "Smell 'n Tell." Our "Walter Winchell," he knows all, he sees all and boy!—there ain't nothing he don't tell. He has a bag of jokes and several helpers. He's going to tell you about some of the boys around here.

Boy steps from wings to the "mike" and pro-

ceeds to broadcast a number of clever jokes concerning different boys and girls in the school. The Principal should not be overlooked.

ANNOUNCER. Well, folks you've all heard about the new toothpaste "Whiz-a-brush." Not a "pink toothbrush" in a carload. "It scrubs as it beats as it cleans." Don't fail to try this new paste that leaves your teeth white like Lilly's and sparkling like Pearl's. Try it once and you'll never be able to try another. Old "Smell 'n Tell gave us an earful didn't he folks? Next we are going to have a reading by:

Humorous reading, Selected (should be short)

ANNOUNCER. Now folks I hear that the motor-cycles are all going strong so you're sure to have a chance to see and hear "The Men Who Make the World Go Round."

(Enter four large boys riding tricycles and creating so much confusion that they run into each other and enter into a heated argument.)

Policeman saunters in, whistling.

ONE BOY (noticing the policeman). Hullo Happy.

POLICEMAN Here, here boys, what's going on here?

CHORUS. Oh, we were just having a confab.

POLICEMAN. Confab, my eye!

ONE OF THE BOYS. Say "Happy" what was that song you were whistling?

Policeman begins whistling and all take up the melody and sing "Happy Days are Here Again."

## SAINT PATRICK'S DAY

(A John McCormack Program)

Song "Killarney" Balfie School and Orchestra Solo "Macashla," Rowe A Student

John McCormack The Beloved Son of

Ireland A Student

Song "The Little Lights of Duma Call

Me Home," School and Orchestra

Song, "A Little Bit of Heaven," School, Orchestra

Irish Folk Dances Students

(Melody from "Country Gardens," Perry Granger Orchestra Accompaniment

A Student's version of the Shamrock

Legend (preferably humorous) A Student

Authentic Legend concerning the Shamrock

A Student

Song, "Rosie O'Grady" School and Orchestra

Solo, "Kathleen Mavourneen," Crouch, a Student

(Orchestra or piano accompaniment)

Dance, Irish Jiggs Students

(Music selected according to abilities of students performing. Orchestra accompaniment)

Song, "When Irish Eyes are Smiling" School and Orchestra

Song, "Believe Me, If All Those Endearing Young Charms," Moore, Students and Orchestra.

\* \* \* \*

In the January issue of SCHOOL ACTIVITIES this series of articles began stressing the value of vocational guidance. A topic of such tremendous importance should be given considerable place in the school assembly programs. It is unfortunate that much of the educational work in the field of vocational guidance stops with a general presentation of a few of the leading vocations and some historical readings.

Aside from vocational knowledge the student needs to have it brought to his attention in as forceful a manner as possible that there are certain personal habits and personality traits essential for success in a chosen line of endeavor.

The following two programs and the first two of the four to be presented in the April issue of SCHOOL ACTIVITIES will attempt to cause the students to focus attention upon what may be called "personal essentials" in vocational success.

#### PHYSICAL ESSENTIALS

This program should be under the joint direction of the boys' physical education teacher and the girls' physical education teacher. The importance of health and health rules should be stressed by one of the teachers or a student. Following such presentation, questions of posture, correct manner of walking and dancing and various exercises may be worked into the program through stage discussion between the two teachers and stage exhibition of the various types both correct and incorrect. By way of variation several novelty numbers from the work of the classes in physical education should be used. Clever exhibitions of skill, feats of strength, toe or costume dancing, work with dumbbells, wands or hoops, tumbling or pyramid building are only a few of the many interesting features which may be used to add life and zest as well as demonstrate the work of the departments. A few parts may be clowned after the fashion of clowning done in the usual professional juggling act.

#### WHAT TO WEAR AND WHEN

The importance of being properly dressed for all occasions, particularly for work, is an important question in guidance. The second assembly in this series could very properly be turned over to the teacher of Domestic Arts and the classes in clothing. No attempt will be made in this article to work out the program in detail. The major educative values lie in the process involved in originating, planning, reshaping the plan, and finally developing a theme that is ingenious and worthy of presentation as a program. It may be well to state in passing that the theme should contain the element of surprise, a dash of humor and some artistry. The whole should be handled in such manner as to bring a number of boys into the program.

(The first two programs for April will deal with "Personal Essentials" in seeking employment. The scenes will be laid in the office of an employer).

#### DEMOCRATIZING THE EXTRA CURRICULAR PROGRAM

Edgar G. Johnston  
Principal of the University High School of the University of Michigan

Bill was a graduating senior in a large Western high school. He was a popular student and an able one. During his graduating year he was president of the senior class, editor of the school annual, captain of the baseball team, treasurer of the student council, and colonel of the Reserve Officers' Training Corps. In the fall he was leading man in the senior play; during the winter an operetta was given and he held one of the leading parts. In addition to these various activities he attended parties given by the leading members of the school and was active in social life generally.

With all these various responsibilities Bill had not found time to make very good marks in class work. He "got through" in everything for he had a brilliant mind, but there were few A's and B's on his card although he had been an "all A" student in his freshman year. He had planned originally to go to Stanford University but his scholastic record of the last two years barred him from this. He probably would go to a local college where academic requirements were not unduly stressed and promising athletes were in demand. Bill was not altogether satisfied

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**THE HIGHEST STANDARD OF PROMPT, HELPFUL SERVICE**

he was probably the most envied student in the school. He had had a part in almost everything, but he felt that somehow he had not been an outstanding success in any one thing. His energies had been too widely distributed.

In the school annual the first portion was given up to pictures of the seniors. Beside each picture was a list of the activities in which the pupil had engaged and the offices and positions of prominence he had held during his four years in high school. After Bill's name were forty-two designations, the largest number appearing for any student in the school. But Bill really isn't the subject of our consideration. We will leave him wondering whether his popularity had really been a success. In the same graduating class there were seventy-two pupils, or twenty-six per cent (it was a large class), after whose names no honors whatever appeared. The "literary editor" had racked her brain to find harmless quotations to cover up the fact that she really knew nothing about them. "Happy are they who know him." "Thoughts are but dreams till their effect be tried." "Peace is always beautiful." "Still waters run deep." "A kind and gentle heart he had." The truth of the matter is that as far as student activities are concerned this group had been left out entirely while Bill and a few other leaders monopolized the extra curricular program on which the school prided itself.

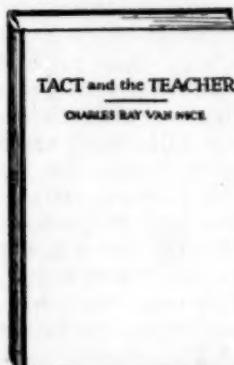
Perhaps you think this picture is an exaggeration. On the contrary, Bill is a real high school senior (or was four years ago), the school is an actual school, and the figures given describe the senior class of which he was a member. The situation is not confined to this school alone. Several years ago, when making a study of the methods in use in high schools for distributing and limiting pupil participation in activities, the writer had occasion to run through a number of high school "annuals." The condition described in this school is somewhat more extreme than the others but essentially typical. Of some 1,500 pupils graduating from twelve high schools selected at random, nineteen per cent had failed at any time in their high school courses to hold office or take part in activities which they considered of sufficient importance to be recorded after their names in the senior roll in the annual.

These facts are extremely significant for any serious study of extra curricular

activities in our schools. Much of the current discussion of extra curricular benefits overlooks the variation in degree of participation among pupils and the fact that many pupils have no share at all in the activity program. Certainly whatever values there may be in these activities (and we believe them to be real, if only potential) cannot be achieved by those who do not participate.

Some people may say, "Well, of course, that situation is natural. The same thing is true in life everywhere. Some people

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in looking back over his record, although are born to be leaders and others are born to be followers." We cannot shake off so easily our responsibility. Powers of leadership are not so limited as this point of view would imply. Most of us have had the experience of feeling, as some able and aggressive senior class was graduated, that with it went the majority of pupils of initiative and force in the student body, that there would be a dearth of leadership the following year. As the new year advanced the realization gradually dawned upon us that powers of leadership had developed mushroomlike over the summer, and pupils whom we had not noticed before showed unsuspected qualities of initiative and responsibility. In every school there are potential leaders who have never been discovered.

The "faculty psychology" has presumably been abandoned, yet we retain it in the assumption of such general abilities as leadership. There is a fallacy in assuming that some people are born to be leaders and others to be followers. A much sounder point of view is that presented by President Suzzallo of the Carnegie Foundation for the Advancement of Teaching. In a stimulating discussion of the type of education needed to prepare citizens for democracy, President Suzzallo presents the concept of "alternating leadership." A college professor is sick. He goes to a doctor. The doctor is the expert whose advice carries weight. In this conference the physician is "leader." The professor wishes advice in regard to investment. He goes to a banker and accepts his advice. In this matter the banker is the leader. He wishes to have a pair of shoes repaired, or an electric extension installed. He goes to the shoemaker or calls in the electrician. In this case the cobbler or the electrician is in a very real sense the expert whose leadership is effective in his particular field. The banker wishes advice concerning the education of his son. He now comes to the professor, who in his turn is the leader.

It is obvious that in so complicated a series of relationships as is presented in modern civilization the roles of leader and of follower are constantly shifting. Each individual is at one time leader and at other times follower. It is our task as teachers to help each pupil to find out his own interests and abilities, to discover that activity in which he can develop expertness, and to give him an opportunity

to be a leader in it. This point is of such importance in the consideration of the distribution of extra curricular experience that one might well elaborate it further. One writer characterizes democracy as "responsibility widely shared." In our preparation of pupils to live effectively under a democratic form of government we should aim to give to each of them the widest possible sharing of those joint responsibilities which are represented in the extra curricular program.

In considering the extent to which these opportunities are shared in any particular school one is confronted immediately with the lack of definite information. I doubt if there is one school in a hundred where teachers and principal have accurate and definite information showing how many pupils really participate in the activity program of the school and what percentage of the student body is left out of activities entirely. If we are to take seriously this problem of distributing extra curricular experience and of making the school an actual democracy, the first responsibility which rests upon the school would seem to be that of making a careful survey of participation.

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ber of pupils may derive the possible benefits. Third, there needs to be guidance in the choice of activities, that a pupil may choose wisely those extra curricular experiences which will be of most value to him.

A considerable number of schools in the United States has attempted a solution of these problems. In 1929 the writer had occasion to make a study of point systems in use. Three-hundred-fifty schools (out of a total of six hundred approached) sent information and data bearing upon the question. Of these, one hundred forty-five had some type of system for limiting or distributing participation in the activity program. Three main types of administrative systems were found. In the first a simple numerical limit is placed upon the participation of pupils. In the second type activities are divided into major and minor ones and pupils are limited as to the total number of "majors" and "minors" they may carry. In the third system activities are rated according to a point scale with varying numbers of points assigned to the different activities. In common parlance all three types of system are called "point systems" although the term would seem to be, strictly speaking, applicable only to the last of the three. A fourth device for regulating participation in activities is a group system in which the activities are classified on a common basis and pupils are limited as to the amount of participation within any one class. The point scale, on account of its flexibility and its easy adaptation to a variety of purposes in connection with the extra curricular program, is by far the most popular.

The writer assisted in the revision of an activity point system in a suburban high school in New Jersey. A committee of pupils was appointed to work with the principal and the visiting investigator. The first work undertaken by the committee was a survey of the opportunity of participation in the school. Lists were made and checked by the various home-rooms until it was felt that the lists of opportunities were complete. Next a check list was filled out by every pupil in the school. The list included all the opportunities for participation discovered in the survey previously mentioned. Pupils checked all the activities in which they had participated within the past year and stated the amount of time devot-

ed to each. Membership in activities and organizations outside the school was also indicated. Pupils who filled positions of leadership or prominence filled out a second form listing the offices held. Such a survey of participation seems an essential first step for every school in making a study of its activity program.

Members of the senior class, as the pupil group best acquainted with activities in the school, and teachers were then asked to rate the various activities according to the importance attaching to each. Finally, on the basis of these ratings and the time spent in carrying on the work of the various organizations, the committee devised a point scale adapted to the conditions and needs of this particular school.

It seems fair to demand that every point system should provide some limit to the amount of activity which a pupil may undertake, as otherwise he is likely to carry an extra curricular load which is unjust to himself and to usurp more than his fair share of positions of prestige. What limit shall be set? Obviously the answer will differ in different schools. Activities which bear the same name may differ markedly in content and in the amount of time and attention demanded. The limit placed should certainly be based upon the results of a survey. It should take account of the total number of opportunities available.

A question frequently asked is whether the pupil who is not doing satisfactory work in subject matter should be refused all participation in extra curricular activities. The answer to this query should be an unequivocal "No." It is quite possible that for many pupils enrolled in high schools as now organized, the most valuable educational opportunity they will or can receive will be that obtained from participation in certain extra curricular activities. To cut such a pupil off from the activity program may be to sever the one live contact he has with significant educational experience.

A variation in the number of activities in which the pupil may engage, however, seems justifiable. We have been paying increasing attention in recent years to the question of providing for individual differences. Certainly that provision may well be extended to the total load of curricular and extra curricular activities which any pupil may carry. Fifty-four of the one hundred forty-five schools considered had different limits of participa-

A good illustration of the kind of thing which might well be done in every school is presented in *The School Review* for December 1926. (1) The survey took account of membership in high school organizations, pupils holding offices, the amount of time given up to organization work, and, for those who did not take part, the reasons why the present organizations had failed to attract them. Suggestions of organizations which might be added and criticisms of present activities were solicited. The survey also included a study of activity programs as reported by officers of the various organizations. It resulted in a great deal of concrete information which made possible an intelligent revision of the extra curricular program in this school.

If the condition which was described in Bill's high school is to be corrected, three phases of extra curricular direction seem necessary. First, there must be limitation of participation to prevent overdoing on the part of the popular and aggressive and to insure the wider distribution of opportunities when a few pupils are not allowed to monopolize them all. Second, participation by the less active must be encouraged in order that a greater number dependent upon the scholastic record.

Should some extra curricular experience be a prerequisite of graduation? A requirement to this effect does not seem to be in keeping with the stimulation of interest which is one of the justifications for the extra curricular program. One is reminded of the annoyed mother at the circus who turned her complaining offspring over her knee with the statement, "Now I've paid twenty-five for you to enjoy yourself and I mean you to do it." Interest may be inspired. It cannot be compelled. A sounder psychology would seem to be that which makes activity attractive to the more retiring and backward pupil, not one which requires activity whether or not this meets with a live interest on his part.

A third duty of the school in connection with the participation in activities is that of guidance. The range of choice in which guidance is to be furnished is a wide one—as wide as the varied experiences of a modern school. Guidance in health, in recreation, in social pursuits is needed as well as guidance in the choice of occupation or of a high-school course. In this, the position of the homeroom is a strategic one. The teacher or adviser

who conceives his function in terms of modern educational ideals will accept the obligation to be intelligently informed about these important phases of education which lie outside the classroom and to assist each pupil to choices which will contribute most in the growth of his personality.

No secondary school is without some extra curricular activity. No school can escape the responsibility for regulation of these activities in terms of a well-defined educational policy. The following steps are suggested as essential in putting into operation a plan for limiting, stimulating, and guiding participation in activities:

First, provide for the appointment or selection of a committee with pupil and teacher representation to be responsible for the development of a "point system." In case the school has a student council, the committee should take its franchise from that group and should be responsible to the council.

Second, prepare a complete list of available opportunities for participation in extra curricular activities in the high school.

Third, under the auspices of the point system committee, conduct a survey through homerooms to find out to what extent extra curricular experiences are distributed among the student body.

Fourth, determine an appropriate proportional scale for the various activities. Two elements which stand out as most significant in this determination of activity rating are the amount of time required for the duties of the activity and the importance or prestige which it carries.

Fifth, in accordance with local conditions and needs determine details of the point system to be used.

Sixth, present the system to the student body or its authorized representatives for final ratification.

Seventh, provide for a committee or board to administer the point system to the end that it may be responsive to changes in the activity program and to the needs of individual pupils.

The organization of such a system in every school should do much to make possible a fair distribution of those values which are inherent in the extra curricular program.—*Junior-Senior High School Clearing House.*

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## AN EXPERIMENT IN STUDENT GOVERNMENT

Anna Manley Galt

Even after you organize a student self-governing council, with representatives from each class, and possibly each organization, they are still a little in the dark as to their functions and authority.

You should probably never lay down a list of school rules for them to follow. Let them make their own. But the following tables, suggested in Almack and Lang's, *The Beginning Teacher*, will give them at least two valuable discussion meetings. And out of their open forum they will come with definite slants on the problem of directive, rather than restrictive discipline.

### *Causes of Discipline*

1. Lack of home training
2. Bad home conditions
3. Bad school conditions
4. Bad associates
5. Unsocialable pupils
6. Poor teaching
7. Physical defects like vision and hearing
8. Natural tendencies
9. Too many rules
10. Bad school organization.

*School offenses* are major and minor. 87 per cent of the offenders are boys, committing bodily offenses like fighting, bullying, tripping, throwing; girls represent 13 per cent, and their common charge includes lying, cheating or stealing. The school is responsible, according to law, for what the pupil does on the way home, but not after he has been home and gone out again.

*Proper punishments* may be listed: loss of privileges, restoring damage, apology before class, corporal punishment, isolation from others, suspension, detention (if neglectful), expulsion, reproof, serious talk, notifying parents, rebuke or reprimand.

*Improper punishments* include: low grading, forced apology, keeping after school, enforced idleness, threats, sarcasm, nagging, sending home, cuffing on ear, head or face, school tasks, solitary confinement, personal indignities like plastering the lips, gagging, making the offender wear a dunce cap, and making him hold heavy objects.

The motto for the self-governing student organization might well be from Elbert Hubbard: "Sin is just misdirected

energy." It should be their job to put every malcontent and trouble-maker in the school, to work at something he would like to do and can do. If your high school group can do that, society could learn of them!

## ORCHESTRA FROM NINE STATES TO PLAY AT MUSIC CONFERENCE

An orchestra composed of students from nine different states will play at the Southwestern Music Supervisors' Conference to be held in Springfield March 28-31. One of the features of the conference will be songs by the all Southwestern Chorus of 300 voices, and the rural school chorus composed of 2,000 Missouri children. It is expected that the orchestra will have 200 members.

Music teachers from Arkansas, Colorado, Kansas, Missouri, New Mexico, Oklahoma, Texas, Utah, and Wyoming will attend the programs of the conference. Subjects of vital interest to music supervisors will be discussed, and nationally known speakers and artists will appear on the program.

Miss Virginia Meierhoffer, music supervisor for Missouri, is chairman of the department of rural school music. She has arranged the following program for this department:

Rural School Music Miss Margaret Streeter

Music As A Factor in the Rural School Program Cassie Burke, director of rural education for Missouri.

A rural chorus by rural pupils—Director, Henrietta Keller, Director of Music, Springfield Teachers' College.

The Southwestern Chorus will sing the following songs:

Gretchaninoff "The Cherubic Hymn"

Tschaikowsky "The Nightingale"

Lutkin "Cargoes"

Clokey "He's Gone Away"

Dickinson "In Joseph's Lovely Garden"

Czechoslovakian Dance Song

Cain "Go Down Moses"

Gounod "Ring Out Wild Bells"

Aroadelt "Ave Maria"

Martin "Come to the Fair"

The orchestra will play:

Hadley "Herod Overture"

Tschaikowsky "Symphony No. 6"

Busch "Omaha Indian Love Song"

Dvorak "From the Western World"

—Missouri School News

## A Doctor for a Day

Lucile Crites

### A ONE ACT PLAY

Theme: Proving that most folks get well without a doctor.

#### Characters

DR. BOB BARNES

TED MARRS, lawyer

MARY SHORT, attractive nurse

MRS. JONES, old and rheumatic

MISS AMANDA YEARN, old maid with bad heart

POLLY JACKSON, young, pretty, with sore throat

MRS. BATES, young mother and baby (or doll)

JAKE, colored man with lumbago

MANDY, his wife

MRS. VANDEVEER, rich, with nerves

BILL BARTON, college friend of Bob and Ted

Scene: Doctor's office.

Time: About ten in the morning.

As the curtain rises Dr. Bob Barnes and Ted are talking. Dr. Barnes is very much excited, pacing the room.

BOB. Of all the times for me to be called out of town, this is the worst. I don't see how I can leave, yet I can't afford to turn this down. A consultation with three prominent physicians from all over the country means a lot to me.

TED. Can't you shut up the office for a day and leave a "Gone Fishing" on the door?

BOB. And lose all the practice I've so carefully built up? Maybe I could do that if I were like you—a mere lawyer—but a doctor is different. Folks have to have doctors.

TED. And they don't need lawyers, I suppose.

BOB. Well, they don't die without 'em.

TED. Aren't there any other doctors in town you can turn your patients over to?

BOB. That's just it. Two of them are sick with flu, another is out of the city and the only remaining one I wouldn't let doctor a sick dog. Well, I've got to decide soon; the train goes in half an hour.

TED. I've got it. The very thing. Why didn't I think of it sooner?

BOB. What's the big idea?

TED. I'll take your place.

BOB. You mean take the trip for me?

TED. No, I mean keep office for you. I'll be an M.D. for a day.

BOB. Ted, you're crazy!

TED. No more than a lot of doctors.

BOB. But what do you know about medicine?

TED. I know most folks would get well without it.

BOB. Yes, that's true all right, but what will my patients think?

TED. That I'm an improvement on you, in looks and er—

BOB. Hold everything. I want to think!

TED. I'll tell them I'm your new partner, Dr. Ted Marrs, taking your patients while you are out of the city for the day.

BOB. It sounds risky, but it might work.

TED. Of course it'll work. Show me where you keep your bread pills and anything else that is harmless and guaranteed not to kill, and I'll do the rest.

BOB. I don't think I should—

TED. You haven't any dangerously ill persons who are likely to come to the office, have you?

BOB. No.

TED. I'm sure you can trust me, if there are none on their last legs.

BOB. Well, they may be on their last legs if I leave 'em to you!

TED. I'll risk it. Besides, you have a nurse, haven't you?

BOB. Of course, I'd forgotten her. She can manage fine. You won't have anything much to do. Just look as intelligent as you can and let the patients do the talking. They will anyway.

TED. Then you will go?

BOB. Yes, I suppose so. Only do be careful. Give little medicine and much advice. I'll leave you some harmless pills and distilled water, in case they think they're getting cheated out of a prescription. There are records of all my old patients in this filing cabinet, here. The nurse can give them to you, when you are in doubt.

TED. Righto. I'm going to have the time of my life. By the way, is the nurse pretty?

BOB. Yes, rather. Don't fall in love with her. She is a good one and I'd hate to lose her.

TED. I make you no promises. Get under way now or you'll miss that train.

BOB. By the way, (*reading from cards*) here are my appointments for the day. Mrs. Jones, rheumatic. Tell her to have

her linament refilled, if it is out. Miss Yearn has a bad heart, but not as bad as she thinks. Tell her to take things easy. And don't let her flirt with you.

TED. I'll tell her it's bad for her heart.

BOB. Polly Jackson has had tonsilitis and may come down to have her throat sprayed. It's on the shelf there, marked "Throat Spray."

TED. By the way, when does that nurse show up?

BOB. She's due any minute. I must fly if I'm to get off at all. I'll be back on the four o'clock train. Until then, don't worry, and don't kill my patients.

TED. I'll leave that for you, old man.

(Exit Bob)

TED (Dons Bob's whitecoat. Looks at himself in mirror). Well, that's not half bad. I'm in for it now, all right.

(Enter nurse.)

MARY. Good morning. You are—

TED. Dr. Ted Marrs, at your service. And your name, if you please?

MARY. I'm Mary Short.

TED. Have a seat, Miss Short. I'll look up your card. (Goes to filing cabinet.) Have you an appointment?

MARY (taking off her hat and coat). You need not look, Dr. Marrs, I have no card there.

TED (still looking). Then you are a new patient? What seems to be your trouble?

MARY. No trouble at all. I am the nurse.

TED. Oh, I see. Pardon me. I should have recognized you.

MARY. How, you have never seen me before.

TED. No, but from Dr. Bob's description. He said you were very pretty and that I was not to fall in love with you.

MARY. Oh, he did, did he?

TED. Yes, but I didn't promise.

MARY. Where is Dr. Barnes, if I may ask?

TED. Well, he was suddenly called away on consultation and I—er—am taking his place for the day.

MARY. Strange that he didn't tell me.

TED. There wasn't time. I am a friend of his. We went to college together—er—medical college, you understand—and as I happened to be in town to see him today, he left me in charge. He went to Blewville. He barely had time to catch his train, so he left word for me to tell you.

MARY. I see. Well, what are you going to tell the patients? Did he have time to think of that?

TED. Oh, yes. He said I was to say I'm

his partner. I am, for the day, you see.

MARY. Very well. Some of them may get cranky. They are very fond of Dr. Barnes.

TED. Maybe they'll be fond of me, too. I hope so.

MARY. I'll look over the appointments for today. (Goes to cards.)

TED. Yes, do. Bob showed them to me. Here are some of them.

MARY (Studies cards. Ted studies Mary). Well, not many of them, that's good.

(Door opens. Enter Mrs. Jones. Mary goes to meet her. Ted exits.)

MARY. Good morning, Mrs. Jones. How is your rheumatism today?

MRS. JONES. Terrible, terrible, Miss Short. I sez to my husband, sez I, I'll just go down town and see Dr. Barnes, sez I. I can't stand it another night. Is the doctor in?

MARY. Dr. Barnes is out of the city today, but he left his assistant in charge. I'll call him.

MRS. JONES. Very well, tho' it's not a new doctor I'm wanting, with myself feeling so bad.

MARY (calling). Dr. Marrs!

(Enter Ted)

TED. How do you do?

MRS. JONES. I am mighty porely, mighty porely. It's a bad time for Dr. Barnes to be leaving, I'm thinking, when I'm needin' him so.

DR. MARRS. We'll fix you up in no time at all. You say your rheumatism is worse?

(Exit Mary)

MRS. JONES. Yes, it is. I never slept a wink last night. Why isn't Dr. Barnes here?

TED. He had an urgent call. He was sorry to leave but I am here and—

MRS. JONES. How do I know you can help me? I've got used to Dr. Barnes. I've had him now for three years and my rheumatism is gittin' worse all the time, till I've got to depend on him.

DR. MARRS. Perhaps you'd better have your same linament renewed.

MRS. JONES. If I do, you'll have to write out the prescription again, for I broke the bottle in a million pieces, my hands are that clumsy and stiff. That's why I'm here today. You will please write it out for me, and I'll be goin'.

TED (horrified). Well, er, perhaps since you aren't getting on very well, we'd better try a new medicine.

MRS. JONES. I'm not sure I want to. I'm sorter used to the old prescription.

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TED. Nevertheless, I'll have to give you a new remedy. Something that will be just fine for you. (*Calls*). Miss Short!

(Enter Mary)

TED. Miss Short, will you get me Dr. Barnes' prescription book, please?

MARY. He must have taken it with him. It is not in its usual place.

TED. Very well, I think it best to change her medicine, anyway. Excuse me, a moment, Mrs. Jones. (*Exit*).

MRS. JONES. I didn't know Dr. Barnes had a partner.

MARY. Well, he just came today.

MRS. JONES. He's a fine looking young feller, but I don't quite trust him as a doctor.

MARY. You need not worry. I'm sure Dr. Marrs knows what to do for you. Dr. Barnes would not have a partner he could not safely trust his patients with.

(Enter Ted with a small bottle.)

TED. Here you are, Mrs. Jones. Rub your afflicted parts with this new linament and keep a hot water bottle where you ache the most. Let me know how you get along.

MRS. JONES. It's a new linament, is it?

TED. Yes, it's something quite new. In fact, it has but recently—very recently—been discovered as a cure for rheumatism. Don't fail to let me hear from you.

MRS. JONES. You'll hear from me all right, especially if I don't get better. Well, good morning to you.

TED. Good morning. (*Exit Mrs. Jones. Ted wipes his brow and grins at Mary.*)

MARY. Did you have any trouble finding the medicine you wanted, Dr. Marrs?

TED. No,—er—I found it right away. You see, Bob, Dr. Barnes showed me where he kept it.

MARY. I didn't know. Dr. Barnes usually writes a prescription and has it filled at the drug store down stairs.

TED. Yes, yes, I see. I, well, I prefer to have my medicines right at hand. I—er—it saves my patients' money, and it is handier for me.

MARY. Very unusual, I'm sure.

TED. Perhaps. (*Exit. Mary sits at desk working on books. Enter Amanda Yearn.*)

GALLEY NO. 17

MARY (rising). How do you do, Miss Yearn? How are you today?

MISS YEARN. I feel worse than I have in months. I declare I didn't close my eyes all night long, my heart was so bad. Is the doctor in?

MARY. No I mean, Dr. Barnes is not

in, but his partner, Dr. Marrs, will see you.

MISS YEARN. Oh, Dr. Barnes has a partner. How enchanting!

MARY. Yes, isn't it?

MISS YEARN. What is his name, did you say?

MARY. Dr. Marrs. (*Enter Ted.*)

MARY. Dr. Marrs, this is Miss Yearn.

TED. Good morning, Miss Yearn. Miss Short, will you bring me her card, please?

MARY (gets card, hands it to him). Will you need me now, Dr. Marrs?

TED. No, I'll call you, if I do. (*Exit Mary.*) Tell me just how you are feeling today, Miss Yearn.

MISS YEARN. Not a bit well. My heart is all in a flutter, Dr.—er—I declare I forgot your name already.

TED. Marrs, Dr. Marrs.

MISS YEARN. Yes, how easy it should be to remember. Just think of the planet.

TED. Quite right, only you might call me Jupiter, instead.

MISS YEARN. So I might. Well, you asked me how I am feeling; I'm afraid I have a little fever.

TED (looking at her). You do have rather high color.

MISS YEARN. That's just my new rouge. You'd better take my temperature, though, to be sure.

TED. Take your temperature? Er—well—all right, if you think I'd better. (*Calls*) Miss Short, bring me the thermometer, please. (*Mary enters, comes at once with it. Ted takes it, looks at it, puts it in Miss Yearn's mouth, sits and looks out the window. Mary looks at him, realizing he does not know his business.*)

MISS YEARN (removing the thermometer from mouth, giggles). Aren't you going to count my pulse, Doctor?

TED. Yes, yes, to be sure. (*Miss Yearn puts thermometer back in mouth.*) (*Ted looks scared, holds her wrist. Mary comes up and hands him her watch.*)

MARY. Here is my watch, Dr. Marrs. I see you haven't yours.

TED (taking it). Oh, thank you. (*In a moment.*) Very good, Miss Yearn.

MISS YEARN (handing Ted the thermometer). Oh, I don't see how it can be. It's going like a trip-hammer—my heart, I mean.

TED. That is not always a bad sign. So is mine.

MISS YEARN. Is that so?

TED. Yes, sometimes a little excitement, or uncertainty,—oh, many things will

cause the heart to beat fast. (*Calls*) Miss Short, will you wash this thermometer, please, in hot water?

MARY. Hot water?

TED. I mean, cold, or—well, just plain water.

MARY. Certainly, I'll attend to it. (*Exit*.)

TED. That will be all, Miss Yearn, for today.

MISS YEARN. Aren't you going to give me any medicine, Dr. Marrs? I didn't sleep a wink last night.

TED. Then I'll get you something that will do the work. (*Exit a moment, returns with box of pills.*) Here are some pills. Take one at bedtime. Don't chew, swallow it. Follow with a glass of warm milk. Go to bed at once and you will sleep like a log.

MISS YEARN. Thank you, Doctor. I hope so. Good morning. I'll let you know how I get on.

TED. Just a moment, here is something for your heart, if it gets too bad, today. Take a dose before each meal.

MISS YEARN. Thank you. I'll do that. Well, I'll call you up and tell you how I'm feeling. Goodbye, Dr. Marrs. (*Exit*.)

TED (as Mary enters). Whew, it's hot today, isn't it, Miss Short?

MARY. I hadn't noticed, Dr. Marrs. Possibly it's the responsibility of new patients.

TED. Yes, that must be it. So different from my own, you know.

MARY. Oh, I don't see that exactly. They each have the required number of legs, arms and hearts, haven't they?

TED. Yes, I suppose so.

MARY. You are unlike any physician I've ever worked for, Dr. Marrs.

TED. Is that so? How do you mean?

MARY. Well, most doctors are so calm, and so sure of themselves. You seem rather flustered, nervous; not at all calm—if you'll excuse me for saying so.

TED. Well, I have rather a nervous disposition, I suppose.

MARY. How long have you been practicing?

TED. Medicine?

MARY. To be sure.

TED. Well, er—not very long.

MARY. I thought so. If you'll excuse me, I'll get to work on those bills.

TED. Yes, do. By all means, get the bills made out. (*Mary sits at desk, Ted picks up a paper and reads.* Enter Jake and Mandy.)

DR. TED. Good morning. (*To Mary.*) Get their cards, please.

MARY. These are new patients, Dr.

MARRS. Shall I make out their cards, or will you?

TED. I'll do it.

MARY. Very well. (*Hands him cards*.)

TED. Are you both here to see me professionally?

MARY. No, suh, he am hyah to see you 'bout his back. I's done come wid him.

TED. I see. Your name, please?

JAKE. I's Jake.

TED. Jake, who?

JAKE. Jake Wade, suh.

(*Ted writes.*)

TED. Age?

JAKE. I reckon I's 'bout forty. I don't know perzackly.

TED. What seems to be your trouble?

JAKE. Dey ain't no seemin' 'bout it. It am lumbago and when yo' all gits lumbago, you knows it.

MARY. So does yo' whole fambly. I don't know who suffers mos', him o' me; when he gits dese pains an misery in his back. I has to rub him wid linament till I's bout dropped daid, myse'f. Den he moans an' groans all night long, till I's wonderin' who am de worst off.

JAKE. I's willin' to swap places wid yo' all, Mandy. Yo' don't know nuffin', yit. Wait till yo' gits lumbago in de back.

MARY. Sho', Dr. Barnes, now we all—

TED. I'm Dr. Marrs, Dr. Barnes' partner.

MARY. Well, Dr. Marrs, I's hopin' you all kin fix Jake some pills so's I kin git some sleep tonight. I's got ma washin' to do tomorrow.

JAKE. I's done been workin' too hard now, dat am de mattah wid my back. I t'ink maybe I needs to take de res' cure.

MARY. No, you don't. Ef anybody in de fambly takes de res' cure, I's gwine be de one! I needs res' from de wash-tub an' de scrubbin' brush, uh, huh!

TED. We'll soon fix you up fine, Jake. (*Ted steps into other room and returns at once with two bottles.*)

MARY. We ain't got much money, Doctor. Will dat medicine be much?

TED. No, I'll just give it to you. You may pay only for your office call.

MARY. Dat am nice o' you-all. How much does we owe for dat?

TED. Make out the bill, please, Miss Short.

(*Miss Short writes the bill, hands to Jake. He hands to Mandy who pays from her pocket or purse.*)

TED. Now, listen. You are to take one of these pills after each meal. And rub the

linament on your back as often as the pain demands it. Keep up the treatment, and use a hot water bottle on the back, until better.

JAKE. Sho, I t'ink I'd better stay in bed, fo' few days too, don't you, Doctor? Mandy may not think so less'n you tell huh.

TED. Yes, the bed is the place for you until the lumbago is well. Let me know how he gets along, Mandy.

MANDY. Sho, I will. (Exit *Mandy and Jake*. *Ted stretches and flops down*.)

TED. Whew, but I'm tired.

MARY. Practicing medicine seems to wear you out terribly. How long did you say you had been practicing?

TED. Not as long as it seems. By the way, it is time for lunch. Will you have a bite with me, somewhere, Miss Short?

MARY. No, thanks. I'll see you again at one, Doctor.

TED. Very well.

### Scene 2

(Curtain is lowered a moment to denote lapse of time. When it rises again, it is supposed to be 3 P. M. Mary is seated at desk. Ted is reading. Telephone rings.)

MARY. This is Dr. Barnes' office . . . Who? . . . Oh, yes, Mrs. Jones . . . What can I do for you? . . . Yes, he's here. Dr. Marrs, for you.

TED. Hello, yes. This is he . . . Oh, Mrs. Jones? . . . Is that so? I'm so glad . . . Yes, keep it up . . . I'm certainly glad the treatment is helping you so soon. . . . Goodbye. (To *Miss Short*.) Well, what do you know about that? Mrs. Jones say she hasn't felt so well in years. Her rheumatism is much better.

MARY. You seem surprised.

TED. Well, no, just pleased, that's all. Often one can't be sure as to the reaction of new medicine.

MARY. I suppose it is true of some medicine, all right. (Exit.)

(Enter *Polly Jackson*. The doctor does not look up)

POLLY. Oh, hello, Dr. Barnes.

TED (turning). How do you do?

POLLY. Oh, I beg your pardon. I thought you were Dr. Barnes. I see now you are much taller and better looking, younger, too.

TED (bowing). Thank you. Are you a new patient?

POLLY. Well, not very new, but I hope I don't look like an old patient, either.

TED. Not at all. Have you been here before?

POLLY. Oh, yes. I'm Polly Jackson. And you?

TED. Dr. Ted Marrs, Dr. Barnes' partner. He is away for the day. (Calls.) Miss Short! (Enter *Mary*.) Miss Jackson's card please. (*Mary gets it*.)

TED. What is the matter today, Miss Jackson?

POLLY. My throat. You see, I'm a singer—oh, not a professional one—but I sing at all the amateur things in town and for the Junior League. I'm thinking some of going on the stage,—that is, if I don't get married.

TED. How interesting. Let me have a look at your throat. (*Polly tries to talk with mouth wide open*.)

POLLY. As I was saying, I sing at all the affairs in town and—

TED. You may close your mouth, now, Miss Jackson.

POLLY. How does it look?

TED. Pretty bad. I'll spray it for you. Come this way. (He takes her to other side of room, and sprays her throat.) There, that ought to help.

POLLY (smiling at him). Yes, it feels better already. Maybe I'd better come in again tomorrow.

TED. It might be wise.

POLLY. All right. I'll be going, but I'll see you tomorrow, Dr. Marrs.

TED. Very well, Miss Jackson. (Exit *Polly*.)

(The phone rings. *Mary answers*.)

MARY. Dr. Barnes' office . . . Yes, he's here . . . Very well. (To *Ted*.) She wants to speak to you.

TED. Dr. Marrs speaking . . . Who? . . . Miss Burns? . . . Oh, Miss Yearn . . . I see. . . . Of course I remember you . . . What can I do for you? . . . Yes, I did tell you to let me know how you got along . . . Is that so? . . . You feel better than you have in years? . . . I'm so glad . . . Yes, it is good medicine. Just keep right on with it, Miss Yearn . . . Yes, I'll tell Dr. Barnes when he comes what I gave you so you can be sure to have it right along. Remember, to take things easy. Don't over-do or get excited. Yes. Good-bye.

TED (grinning at *Mary*). Miss Yearn is delighted with her new medicine. By Jove, it's worked wonders, already.

MARY. Dr. Marrs, I don't understand you.

TED. That so? There's nothing deep about me.

MARY. You are the only doctor I ever ran across who seemed surprised when

his medicine works.

TED. I know a lot of doctors like that. In fact, Miss Short, it is only the quacks who are absolutely sure what medicines will do.

(Enter Mrs. Vandeveer.)

MRS. VANDEVEER. How do you do, Miss Short? Is the doctor in?

MARY. Dr. Barnes is out, but this is Dr. Marrs, his partner. Dr. Marrs, Mrs. Vandeveer.

TED. How do you do, Mrs. Vandeveer.

MRS. VANDEVEER. I didn't know Dr. Barnes had a partner.

TED. I have only just come. What may I do for you?

(Exit Mary)

MRS. VANDEVEER. I'm a nervous case. Nobody knows how I suffer, Dr. Marrs.

TED. I'm sure of it.

MRS. VANDEVEER. I don't enjoy my meals. I can't sleep and my medicine is not helping me at all, in spite of all it costs me.

TED. Then perhaps we had better give you something different. I have a new remedy, excellent for nerves. It will work wonders if you will follow instructions to the letter.

MRS. VANDEVEER. I'll do that, Doctor.

TED. Well, then. You are to be cheerful—no matter how sad you feel. Be cheerful, you understand. It is most important in nerves.

MRS. VANDEVEER. I'll be cheerful, Doctor, if it kills me, and it probably will.

TED. Take plenty of rest and eat good, wholesome food. Stay out in the open, all day long, in the sunshine, bareheaded.

MRS. VANDEVEER. But, Doctor, what about my complexion?

TED. Forget it. Sunshine, I say, and bareheaded!

MRS. VANDEVEER. Oh, all right, if I must.

TED. Then you are to take a new medicine, one pill every hour and at bed-time. Follow the one at bed time with a glass of warm milk. Don't chew the pills, swallow them whole. This is most important. If you do as I say, you will be a new woman before you know it. (Hands her the box of pills.)

MRS. VANDEVEER. Oh, thank you, Doctor. I feel better already. It must be wonderful to be a good doctor.

TED (aside.) It must be! (to her). Let me know how you get along. Good afternoon, Mrs. Vandeveer. (She exits.)

(Enter Mary.)

TED. Have you worked for Bob long, Miss Short?

MARY. Three years. Why?

TED. Oh, nothing special. I was just thinking you are not the type of nurse I'd have in my office—

MARY. Dr. Marrs! Are you trying to fire me?

TED. On the contrary. I'm trying to compliment you and making a bad job of it.

MARY. I don't understand you.

TED. I mean you are too distracting for a doctor's office. I can't keep my mind on my work, with you to look at. You are too confounded pretty to be around, and—

MARY. Dr. Marrs, I am not here to be diagnosed.

TED. Hang it all, I wish you were. I'd like to prescribe for you.

MARY (amused). From the same box of pills?

TED. No, I'd prescribe a husband—to be quickly taken.

MARY. And what type would you prescribe?

TED. (glancing in mirror). A fellow, tall but not good looking, dark hair and eyes, not much money, but with a sense of humor and terribly loving.

MARY. That will do, Dr. Marrs.

TED. And you will think it over, Miss Short—er—Mary?

MARY. Perhaps.

(Enter Mrs. Bates and very small baby.)

MARY. How do you do, Mrs. Bates?

MRS. BATES. I'm well, but my baby isn't. I want to see Dr. Barnes.

MARY. This is Dr. Barnes' partner, Mrs. Bates, Dr. Marrs. He will take care of you. (Exit Mary.)

TED. I'll be glad to do what I can, Mrs. Bates. What seems to be the trouble? He's a dear little chap.

MRS. BATES. Chap, indeed! She is not a chap, but a darling girl. I should think anyone could tell that at a glance. She is too dainty for a horrid boy.

TED (looking closer). To be sure. I didn't get a good look at her. I see now she is too dainty for a boy. She is a fine baby.

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MRS. BATES. Her name is Elizabeth. A baby to me is a person, not just someone to be called "he" or "she."

TED. (*gravely*). You are quite right. And now, Miss Elizabeth, what seems to be the matter?

MRS. BATES. She won't take her bottle. When she does, she spits out her milk. She used to be so polite, for a small baby. Oh, dear, what shall I do?

TED (*going to medicine cabinet*). I'll soon fix her up. I have here some medicine you are to put into her milk, and she will take it, I'm sure. Let me know how she gets along. (*Hands medicine to Mrs. Bates*.)

(*As Mrs. Bates starts to go, Bill Barton enters. Registers surprise*.)

BILL. Ted!

TED (*coldly*). Have a seat, Mr. Barton; I'll see you next. Good afternoon, Mrs. Bates.

MRS. BATES. Good-bye, Doctor, and thank you so much. (*Exits*.)

BILL. And now, you old hypocrite, tell me what does this mean. You practicing medicine and getting away with it?

TED (*hearing Mary*). Sho, sho! Well, Mr. Barton, what can I do for you? (*Enter Mary*.) My nurse, Miss Short, Mr. Barton.

BILL. How do you do, Miss Short?

MARY. Good afternoon, Mr. Barton. (*Sits at desk*.)

TED. Well, what seems to be the matter with you, Barton? (*Winking at Bill*.)

BILL. Well, er, I've just had a shock, a terrible shock and it "sorter" jarred me.

TED. I'll fix you up in a jiffy, but I'd better hear a little more about it. Miss Short, you may go. I'll call you when I want you.

MARY (*leaving room*). Surely.

BILL. Now, Ted, old man, explain yourself. Here I come in to have a friendly chat with old Bob, and I find you—my old class-mate in law school—handing out pills and platitudes to the unsuspecting public.

TED. If they only *were* unsuspecting! I'm not so sure.

BILL. What does it mean? What do you know about medicine?

TED. You'd be surprised!

BILL. I probably would.

TED. But you haven't given me your symptoms.

BILL. Hang it all, it must be that beautiful nurse. Is she on to you?

TED. I'm afraid so. (*Phone rings. Mary*

*answers.*)

MARY. Dr. Barnes' office. . . No, he is out of town. But he left his partner, Dr. Marrs in his place . . . What? . . Yes, I'll have him come at once . . . Good-bye. Dr. Marrs, you'll have to go to the hospital at once. A surgical case—

TED (*excited and earnest*). A surgical case? But Miss Short, I can't—

MARY. Hurry, there is no time to lose. Mr. Batsell has had another bad attack of appendicitis and it must come out at once—his appendix, I mean. I'll call a taxi for you.

TED. But I tell you I can't. I never operate, except in my own hospital. It is against my religion, I mean ethics, you know. I'm really superstitious about strange appendixes and strange hospitals.

MARY. I tell you the man will die if you don't go.

TED. And I tell you he will if I do. I won't go; that's final.

MARY (*at phone*). Then I'll call them up—

TED. Wait! (*Looking at watch*.) It's four o'clock now. Bob will be here any minute.

MARY. But I tell you an appendix won't wait.

TED. This one will have to.



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BILL. I say, excuse me, but Dr. Marrs is right. This one had better wait for Dr. Barnes. He's sure to be here any minute now, if he's on the four o'clock train.

MARY. Then I'll call a taxi and have it waiting. (*Goes to phone.*) Hello. Give me Main 1122, please . . . Taxi? . . . Come at once to 302, Shaw Building . . . Yes, Dr. Barnes' office.

(Enter Dr. Barnes, hurrying.)

TED. Thank Heaven!

DR. BARNES. Hello, folks. How's everything?

MARY. Terrible! You'll have to go to the hospital at once. Mr. Batsell has appendicitis. Dr. Marrs refused to operate.

BOB BARNES. He did? Well, that was decent of him, knowing how I shine at an appendectomy.

DR. BARNES. How did the day go, Ted?

TED. I cured all your patients, so they said, but they about finished me.

DR. BARNES. What do you mean?

TED. I'm done for. I have bad heart trouble (*looking at Mary.*) It came on me just this morning. I'll have to have treatment and a trained nurse and—

MARY (*laughing*). Don't notice him, Dr. Bob. He's a fake.

BILL. Excuse me, but he *does* look bad. I doubt if he gets over this.

BOB. Well, I'll leave him in your care, Miss Short. I'll say this for him, before I go. He's a better lawyer than he is a doctor, so I'll let him plead his own case.

TED. Thank you, old fellow.

BOB. In my opinion he needs a nurse worse than a doctor at this time. Come, Bill. Folks need privacy in serious ailments.

TED. Your diagnosis is correct, Dr. Bob. Being a doctor for a day has made me need a trained nurse for life. Mary, will you accept the job?

MARY (*laughing*). I'll have to know more about your trouble before I can decide.

TED. Bob, that appendix is waiting for you.

BILL. Let me know when you need a best man.

BOB. Good luck to you, Ted!

(Exit Dr. Barnes and Bill.)

TED. And now, Mary, dear, let me tell you all about my heart.

*Curtain*

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## Stunts, and Entertainment Features

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### DECORATIONS FOR BANQUETS

Blanch Benson

This is the first of a series of three articles on this subject.

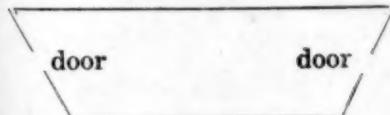
Clubs, high school classes, and other organizations are frequently confronted by the seemingly impossible task of decorating a large bare room or gymnasium for some special occasion. Moreover, the decorations must usually be put up in as short a time as possible and with a minimum amount of labor; that is, the actual time for putting up the decorations is usually limited, although time for preparing the material beforehand may be plentiful. The following decorations are pretty; they have been carried out by several junior classes for their banquets and "proms".

#### AN OLD-FASHIONED GARDEN

Although the color scheme used in the following plan is red and white, other combinations may be used. Suppose the room which is to be decorated is 85x115 feet. Measure off in the center a space at least 65x95 which is to be surrounded by a fence. The fence is to be made of young birch, laths (whitewashed), or beaver board cut into the shape of pickets and nailed to wooden bracings. The first is, of course, the prettier, the last the more expensive.

Before beginning to build the fence, decide where the orchestra is to be placed. This will usually be opposite the main entrance to the room itself. Using the same material that is to be used for the fence, build a rustic summer house about 10x15. In shape it should be like this figure.

Wall of Room



The roof slants from a point that appears to be located near the wall of the room. As soon as this summer house has

been completed, the fence may be set up. Make arches at each end of the enclosure; a rustic gate on the side opposite from the summer house; and one gate on each side of the summer house. Allow the summer house to jut into the enclosure, ending the fence at its doors.

The next thing to construct is an old-fashioned well, with an old oaken bucket. Using a box about 3x3x3 as a foundation, cover it with the same material as was used for the fence, overlapping and crossing corners. Uprights on each side, with a cross bar at the top complete the well's carpenter work. A small wooden bucket to suspend from the crossbar adds greatly to the effect.

Everything is now ready for the finishing touches. Using small evergreen branches, cedar or any greens that will not wilt too easily, cover the sides of the summer house and thatch the roof. A few wire nails will hold small branches in place on the walls and arches. Larger branches are held in place against the walls by stretching wires tightly around the room. Small trees which are made to stand erect by using regular Christmas tree standards form a pleasing background for numerous rustic benches arranged at irregular places around the room. A few trees placed inside the "garden" make it much more attractive.

Three hundred red paper roses are tied to 10 foot strings, a foot a part; you need at least 100 stalks of red hollyhocks, and 25 bunches of some red flower like the geranium. The roses decorate the summer house, well and arches; the hollyhocks are fastened inside the fence; the geraniums form a flower bed in one corner. Flowers can be made to stand erect in cut-flower holders on the floor. Potted plants and cut flowers complete the necessary decorations.

Girls dressed in quaint old-fashioned dresses should serve punch from a large container hidden in the well.

If the room has a stage at one end, it adds to the attractiveness of the scene to set the stage with old-fashioned furniture. Steps leading from the stage to the near-

est archway give the effect of a porch or house, directly below which is the garden.

If a banquet is part of the entertainment, the menu cards, programs, and nut-baskets should carry out the old-fashioned idea.

For nut baskets make large red roses, holding the center so full when rolling the flower, that a small hollow results. Use a very heavy wire for the stem, which is wrapped with green paper after the desired number of leaves have been attached. Bend the wire like a corkscrew, making the base about two inches in diameter. When completed, the basket will be about four inches in height.

The programs and the menus are hand-lettered on hand-painted folders made from a good grade of drawing paper. The model given is very easily made even by the inexperienced worker.

Purchase place cards to match the nut-baskets or paint roses on plain cards.



- A Black
- B Flesh
- C Red overskirt
- D Flowers red; leaves green; outline in black
- E Gilt slipper; black buckles
- F Black
- G Red
- H Bands of gold and red
- I Fold of paper.

## PUTTING OVER THE YEAR BOOK SALES CAMPAIGN

William M. Greene

The problem of getting the support of the student body on the sales campaign of the high school year book has always been a worry to the staff. Editors can get up and talk themselves black in the face but still many of the students hate to part with the price.

Perhaps that is why the year book of the class of 1930 in the Missouri Valley high school, of which I was editor, went over one hundred percent when we called for subscriptions. We didn't talk ourselves black in the face, because that had been done before to no avail. We talked it over, my staff and I, and we decided on holding an assembly. I wrote a special piece which I called "Pictures of Memory," and with the help of a piano player and speaker who had gone ahead in declamatory, we surprised them with our program. When it was completed, and we passed around the subscription blanks, they came back to us one hundred percent.

### PICTURES OF MEMORY

(A piano-log using the following songs, to be played as they are woven into the story: "Memories," to begin with; "Perfect Day," "Little Pal," "That Old Gang of Mine," "Schoolday Sweethearts," "Memories.")

"The old man was sitting in his favorite chair by the fireplace, gazing into the flames that were leaping towards the chimney. It had been a cold day, but after all, it had been a *Perfect Day*, and tonight the old man could look out upon the falling snow feeling only deep content.

He picked up a book from the table—one that was worn by much usage. It was his high school annual. He started to turn the pages, and was not aware of the approach of a little boy who came toddling in. He took hold of the old man's hand.

"Grandpa, Grandpa, tell me a story about—that." He pointed a chubby finger towards the annual.

"Come on, *Little Pal*, I'll tell you a story about 'that.'" The old man stooped and lifted the child up into his lap, placed the book before him, and as the little boy turned the pages, the old man told his story.

"That's the faculty, on that page. Great Scott! How well I remember the time we played hooky and had the whole mob after

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us. They were a good bunch, though, and we always had lots of fun.

"That's part of my class. It has been a good many years, but it seems like only yesterday when I stood on the school house steps and said 'goodby' to that *Old Gang Of Mine*. What wouldn't I give to see them tonight!"

"There's the snap shot page. Why, I feel young again as I look at those pictures." The old man was trying to turn the page, but the little boy held it down and pointed to one picture.

"Grandpa," he asked, "who is that?"

"That, Son, is the greatest girl in the world." There was a queer note in his voice, and the little boy looked at him.

"Go on, Grandpa."

The old man gazed down at the picture. It was the same picture that always formed in his mind whenever he thought of her—tall, and straight, her golden hair clinging in curls to her head, and a smile on her face that he could never forget.

"We were *Schoolday Sweethearts* and we went through school together. Then came graduation. It was a sad class that left the school building, and she and I were among those sad ones. She left town, and I supposed we would never meet again. At first she wrote, but her letters became fewer and fewer, and finally ceased. I was trying to learn to forget. And then one day—" the old man paused, and his face lighted up as he thought of it, "one day, Sonny, I met her again! Now go tell Grandma you've heard all about her."

The little boy did not move, and the old man looked down at him. Fast asleep he was, and the old man carried him upstairs and drew the covers up around his chin.

The old man came back to his chair and lighted his pipe. As the smoke circled about his head, he drifted back to his yesterdays. The fire that had blazed so cheerfully when he sat down, was now only glowing embers.

He was living in *Memories*. Memories of his yesterdays; the thing that keeps fresh in our mind that which has gone before. You too will find, just as he found, that the memories of your schooldays are the happiest ones of all.

## OUR SCHOOL GOES TO THE POLLS

---

Ann Dorothy Harmacek

High school voting projects are not at all uncommon, yet adult voters still come to the voting booths with slight or incorrect information. It is with the hope of presenting the voting project in a new and more interesting way that this article is written.

A voting project for the entire school may be undertaken by members of civics classes, history classes, debating or oratorical societies, for extra curricular work, since it is best to have some definite group from which to recruit the necessary candidates, campaigners, clerks of the polls and research workers.

Let us assume that the votes are to be cast in the presidential election. First of all, candidates are chosen to represent the various men who are running for the office of President of the United States. Their campaigns should not be too extensive or too colorful, for the interest of the voters should be centered as much as possible on the issues involved, and the candidates and campaigners should attempt to interpret our parties' platforms as accurately as possible. Try to keep out of personalities and emotions. During the assembly period, the candidates are introduced and speak to the student body successively, each being allowed exactly the same amount of time, and they carefully present the platforms of our presidential nominees as they have been made public. Other speeches may be made by the candidates or by their campaigner, if desired. The art classes may contribute posters to

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## Our Field

### Entire West

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further interest the student body in casting their votes intelligently. The ballots and the voting system are explained beforehand. Then comes the "election day".

This day should be set at least a week before our national election day, so that the results may be known before the country makes its choice. Election booths are arranged at as widely scattered points as possible throughout the school building—one booth for each class. These booths remain open the major portion of the day, and those who serve as clerks are recompensed. For example, they may be given full credit with no make-ups for the classes they miss.

Each student comes to vote of his own free will, during his free time and should go to his proper voting booth. The election clerks at each voting booth have a list of the 11B's or 11A's as the case may be, and one clerk reads off the name as the other checks it. There is no talking, no loitering, no consultation allowed at the booths. After the voting is over, the counting is done as officially as possible, with the coach or instructor present. Announcement may be made in the morning assembly, by bulletin board giving totals, or by both.

The election project may be used just as successfully for municipal or state elections.

#### NATIONAL SPEECH TOURNAMENT

The National Speech Tournament this year will be held at Wooster, Ohio, according to announcement by the Executive Council of the National Forensic League. This is the National Tournament for state winners in debate, oratory, extempore speaking, humorous, dramatic and oratorical declamation. The winners of first or second places in the state contest or N. F. L. District Tournament are eligible to compete.

The first such National Tournament was held at Ripon college in 1931 with representatives from seventeen states in competition. The debate championship was won by Miami, Oklahoma, with second place going to Topeka, Kansas.

Last year the tournament was held at Sioux City, Iowa, with teams as distant as Maine, North Carolina, and Alabama in attendance. Twenty three states were represented by the forty-four debate teams in the tournament. In the championship

debate, North High School, Omaha, Nebraska, won from Rapid City, South Dakota. The debate was broadcast by the Columbia Broadcasting system and was the first high school debate to go on a nation-wide radio network.

Winners in the other national contests were, Pauline Crockett, California, Pennsylvania, dramatic declamation; Frances Perkins, Kingman high school, Peoria, Illinois, humorous declamation; Howard Smathers, Lexington, Kentucky, oratorical declamation; Harold Livingston, Kingman high school, Peoria, Illinois, original oratory, and Parnell Mahoney, high school, Sioux City, Iowa, extempore speaking.

Wooster, Ohio, affords excellent facilities for a national tournament and a score of Ohio colleges are cooperating in the enterprise by supplying instructors from their speech faculties to judge tournament contests.

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#### "THE HOUSE THAT HELPS"

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## Games for the Group

### A WISHING PARTY

(For Girl Reserves, Scouts, Class Groups)

"If wishes were horses,  
Beggars would ride."

This was on one side of our invitations. It was an inscription below a silhouette of a horse and rider. We found the design in a magazine, copied the outline, cut the silhouettes out of soft blue construction paper and used blue ink for the inscription.

On the other side of the card we wrote:  
At the G. R. room at half-past three,  
We're having a party and afternoon spree;  
Send a wish right away, be it ever so gay,  
And come for reply after three on Wed'sday.

Some of the girls sent very clever answers. One of them was:

I'm delighted to come to your spree at three,  
And wishes are common with me as can be;  
I wish that I had Wit, Beauty and Wealth;  
I dare you to find them with all of your stealth.  
When the girls assembled, they found a table that had been prepared for the occasion. On it was a Wishing Well two feet high standing by a silver pool. The construction of this little Make-Believe included paper water lilies on the silver paper water and brown paper stones around the edge. Real leaves (cut-outs) seemed to cover the well roof, and an intense burner deep within the well sent out a curl of smoke from the mysterious depth.

The chairman of the hostess committee announced "When the bell strikes four, we shall find the answers to our wishes in the Well. While we are waiting, I hope you will be willing to become artists and illustrators for awhile. I must complete this book in less than an hour and with your help it can be done. There are 13 chapters. We shall divide you into that many lucky groups and each group will be asked to furnish the pictures for one page. The group furnishing the best pictures may have the book when it is finished."

She held up a large book made from white cardboard with a blue cardboard cover. On the blue cover was printed MY WISHES. At the top of each of the following cardboard pages was a statement written in ink. The remainder of the

page was blank.

The groups were given old magazines, a pair of scissors, and a small amount of paste. Pictures were to be selected that best suited the title of the wishing page or section which chanced to be theirs. The thirteen titles were:

1. I wish I had been Cinderella.
2. I wish I were a movie star.
3. I wish I had an army of servants.
4. I wish I owned an airplane.
5. I wish I were traveling around the world.
6. I wish I had a dozen new dresses.
7. I wish I could sing like a nightingale.
8. I wish I could write grand poetry.
9. I wish I could have a grand romance.
10. I wish I had a home by the sea.
11. I wish I had a dream garden.
12. I wish for one big thrill a day.
13. I wish I could make everybody happy.

The finished book contained pictures of favorite movie stars, airplanes, mechanical house-servants, beautiful gardens, hosts of happy faces.

The first hour was used in this happy creative pastime. The second hour pass-

## School and Home

A Magazine published November,  
January, March, May

by the

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OF THE ETHICAL CULTURE SCHOOLS

33 Central Park West  
New York City

Current Issue: *The Parent Looks at  
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ed quickly in the visits to the Wishing Well and the exchange of "granted wishes."

A Mystic Lady sat behind the well, and delivered the response she fished from the well to each wish. A committee had worked out the answers and where the object was donated or cost but a penny, the real object was used, otherwise, the name was written on a slip of paper marked "Prescription." Here are some of the significant answers.

**Wish**

- 1. Power to hold my tongue ..... Clothespin
- 2. Beautiful Face ..... Picture of a Clock
- 3. Time to Read ..... Copy of Time Magazine
- 4. New Coat ..... Sample of Face Powder
- 5. More Charming Ways ..... Picture of Boulevard
- 6. Riches ..... Educational Catalogue
- 7. New Car ..... Toy Car
- 8. Trip Around the World ..... Steamship Ad
- 9. Live in the White House ..... Card Marked First Lady
- 10. New Thrills ..... Page of Funnies

Other suggestions will come to a group working out the answers to wishes. Advertisements often furnish a humorous reply starting "Here is what you have been wishing for" ... etc.

The dessert for our party was Magic Punch and Wishbone (chicken) Salad Sandwiches. The punch was made to suit the color scheme.

To convert the above party into a money making social, the invitations might read "a silver spree", and a silver offering be left in the Well for each Wish granted. To accommodate large numbers, tiny type-written slips might contain the answer. The food could be "For Sale" instead of served as dessert.

**SPUD**

Players are numbered. The person who is "it" calls a number and the person whose number is called hurries to the center to get the ball, while all the other players scatter and get as far away from the ball as they can. As soon as "it" has possession of the ball, he must call "stand," whereupon the rest of the players remain fixed on the spot where they happen to be. The "it" must also remain where he is, although he is allowed to take one step in any direction. He then tries to hit one of the other players with the ball, throwing it at any one of them. If he succeeds in hitting someone, it counts as a "spud" against that player. If the player moves either foot in dodging the throw, it also

counts as a spud against that player. If the thrower fails to hit any player, it counts as a "spud" against him. When any player has two spuds against him, a penalty may be enforced.

**ORIGINAL PARTY HATS**

Guests at a party need something entertaining to do and they always enjoy having something distinctive to wear.

Try letting them make hats to be worn during the evening. Just give them the materials and the time. They will do the rest.

Place the following items on a table and let the guests help themselves: crepe paper in assorted colors, sheets of bristol board in colors, a supply of craft paper, a roll of gummed tape, shears, a paper of common pins, and a jar of paste. Of course, the amount of supplies called for depends upon the number of guests to be supplied.

**DODGE BALL**

The players are divided into two teams, A and B. The members of team A form a circle while those of team B group themselves inside the circle. Team A has one or two volley balls and when the signal is given, these are thrown at the members of team B. Anyone hit must either drop out of the game temporarily, or join the circle, according to the agreement at the beginning of the game. The object of the game is to see who can stay in the center the longest without being hit. As soon as all are out, the sides change and the game proceeds as before.

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## Book Shelf

For the convenience of **School Activities** readers, this list of books of various publishers is offered. These are not all the good extra curricular books, but all these extra curricular books are good. In time other worthy numbers will be added to this list.

### EXTRA CURRICULAR ACTIVITIES (General)

**A Handbook of Extra Curricular Activities**, by Harold D. Meyer. This is one of the most popular among extra curricular books. It contains 416 pages and deals with every phase of the subject. Character building and student participation in school government are given parts in the book, as well as are the more specific matters such as the annual, athletic contests, social functions, special day programs, school dramatics, etc. Price, \$3.

**All School Activities**, by F. C. Borgeson. This book differs from most extra curricular books in the fact that it treats of activities for the elementary grades. It is a new book, one that meets a great demand, and one that is of immense value in its field. Elementary schools welcome this book. Price, \$1.

**Extra-Classroom Activities**, by R. H. Jordan, Professor of Education in Cornell University. This book differs from other books in its field in the fact that it presents a unified plan for extra curricular activities through both elementary grades and high school. It contains 312 pages of sound theory and practical ideas presented in an interesting way. Price, \$2.50.

**Extracurricular Activities**, by Harry C. McKown. This is a standard book in the field of extra curricular activities. It treats the subject both generally and specifically. One who has access to this book will have opportunity for complete knowledge of what extra curricular activities mean and of how one should proceed to get the values they offer. Price, \$3.

**Extra Curricular Activities in Junior and Senior High Schools**, by J. Roemer and C. F. Allen. This book is one that has extended its scope to cover both junior and senior high school interests. It contains 333 pages. The authors have made it a practical handbook and a readable discourse on extra curricular matters. Price, \$2.

**Group Interest Activities**, by F. C. Borgeson. This book is a companion book of **All School Activities** and takes up in a more specific way where that book leaves off. The two give a complete treatment of all elementary school activities. This volume should be in every elementary school. Price, \$1.

**Extra-Curricular Activities in Secondary Schools**, by Elbert K. Fretwell. The author of this book is recognized as the leader in the great extra curricular movement. His work and leadership as Professor of Education in Teachers College, Columbia University, have made him the pre-eminent authority in the extra-curricular field. This book is his masterpiece. Price, \$2.75.

**Point Systems and Awards**, by Edgar G. Johnston. In this book the author gives types of point systems now in use and shows how such systems may be used to best advantage in guiding, stimulating, and limiting pupil participation in extra curricular activities. He tells how to proceed in introducing a point system and how its administration should be carried on. Price, \$1.

### THRIFT AND FINANCING STUDENT ACTIVITIES

**Financing Extra Curricular Activities**, by Harold D. Meyer and S. M. Eddleman. This book gives plans for raising money, methods of distributing finances, and systems of accounting for moneys. It gives forms for use in budgeting and accounting. It is a new book and one that gives definite and practical help in financing all branches of extra curricular activities. Price, \$1.

**Thrift Through Education**, by Carobel Murphy. Here we have the authors account of the highly successful experiment in thrift education as carried on in the Thomas A. Edison High School, Los Angeles. The book meets a very great need of high schools at the present time. It gives junior and senior high school teachers definite and workable ideas by which to develop thrift, business judgment, and habits of saving. Price, \$1.

### THE ASSEMBLY

**Assembly and Auditorium Activities**, by Harry C. McKown. This is a new book by this well-known authority in extra curricular matters. It contains 462 pages and treats every phase of the problem of developing assembly and auditorium activities that are powerful forces toward the achievement of secondary school objectives. Its emphasis is upon practical material, and it offers programs and program material that are appropriate for all kinds and sizes of schools and all grades within these schools. Price, \$2.50.

**Assembly Programs**, by M. Channing Wagner. This is a new and popular handbook on assembly programs. It gives principles, aims, and objectives of the school assembly. It describes the various types of assembly and shows how they may be correlated with the curricular work of the school. The author gives suggested programs for a whole school year. Price, \$1.

### HOME ROOMS

**Home Rooms—Organization, Administration, and Activities** by Evan E. Evans and Malcolm Scott Hallman. This book gives both general and detailed treatment of the home room as it is now conceived by leading educators. The book is strictly new and a most up-to-date publication in home room organization, planning, and development. Price, \$1.

### SCHOOL CLUBS

**High School Clubs**, by Blackburn. Here is a book that gives the essentials of school club organization and direction. While it is not intended to be an exhaustive treatment of the subject, it does give an abundance of practical help. For a club sponsor with limited training, this book should be among his first library references. Price, \$1.25.

**School Clubs**, by Harry C. McKown. This is a most complete treatment of the subject of school clubs. It suggests an exhaustive list of club projects and purposes. It gives instructions in the matter of club organization and management. It gives its readers a vision of

club possibilities and a broad concept of the field. Price, \$2.50.

**The School Club Program**, by Harold D. Meyer. This is one of the newest books of this outstanding authority on extra curricular activities. It offers a wealth of suggestions for club organization and administration and gives its readers the benefit of the latest developments in that field. It gives those who have the responsibility of directing school clubs definite and practical help. Price, \$1.

#### SCHOOL PARTIES

**400 Games for School, Home, and Playground**, by Elizabeth Acker. This book is well known and a standby in most recreation circles. It gives more than four hundred games providing for every age, purpose, and occasion. It contains 320 pages and numerous illustrations. It describes every kind of game that schools could use. Price, \$1.50.

**Games for Everybody**, by May C. Hofmann. This book gives a lot of favorite games both new and old. It was intended for both children and grown-ups. Consequently it fits well into the recreational needs of secondary schools. It offers games for various purposes and to fit the seasons and special occasions. Contains over two hundred pages and some illustrations. Price, 75c.

**Ice Breakers and the Ice Breaker Herself**, by Edna Geister. The first half of this book is given over to ideas for socials, while the second tells how to direct games—and, most important, how to help people enjoy playing them. This is a standard party book and one that may be regarded as a textbook on the subject. Price, \$1.35.

**The Fun Book**, by Edna Geister. For the person who wants a book of seasonable games arranged by months, this is the book. It is one of the best books of its distinguished author. Beginning with January, the author supplies suitable seasonable material for fun and frolic throughout the entire year. Price, \$1.25.

**Geister Games**, by Edna Geister. Out of twelve years of experience with every kind of group, Edna Geister has selected those games which she found gave the most fun. A book for the hostess as well as for the recreational worker. This book should be in every school library—available to every person who has charge of games for school parties. Price, \$1.50.

**Getting Together**, by Edna Geister and Mary Wood Hinman. A hundred and one original tricks, stunts and games—enough to keep the most diverse gathering imaginable constantly engrossed. Few other entertainment books give so wide a variety of material—all usable and new. This is an excellent book by two authorities in the field. Price, \$1.35.

#### PROGRAMS AND ENTERTAINMENTS

**Carnival Capers**, by Dora Mary MacDonald. Chapter I, Scheduled Attractions, describes more than a dozen varied school carnival features of outstanding merit. Chapter II, Continuous Attractions, gives detailed instructions for the main events of the evening. Chapter III and the remainder of the book is given over to attractions in which patrons take part. An excellent, up-to-date school carnival book. Price, \$1.

**Crazy Stunts**, by Harlan Tarbell. This is a book written to satisfy the persistent demand for all kind of comical stunts. Most of the twenty-six stunts described have been derived from the author's experience on the stage. Yet this is a

book for amateurs and one that schools can make good use of in designing programs of a light and humorous nature. Price, \$1.

**50 Successful Stunts**, by Katherine Ferris Rohrbough. Here is a book of stunts such as recreation leaders always need and for which there is a great demand. The stunts described in this book may be depended upon to please any audience. They were made available to the author through her experience in connection with a national recreation service and its publications. Price, \$1.50.

**High School Stunt Show and Carnival**, by Willard B. Canopy. This book tells how to advertise the show, organize committees, plan the parade and booths, and manage the various side shows. Thirty-four stunts and nineteen side shows are described in detail. All are successful fun-makers, yet they are all easily planned and carried out. Price, \$1.

**How to Plan and Carry Out a School Carnival**, by C. R. Van Nice. This is a school carnival book written from the viewpoint of a school executive. It gives a general plan or organization for a school carnival and detailed instructions for carrying out that plan. It describes a number of advertising and money-making features. Throughout it treats the school carnival as both an educational project and a money-making enterprise. Price, 50c.

**How to Put On an Amateur Circus**, by Fred A. Hacker and Prescott W. Eames. This book tells how to organize an amateur circus, how to construct the "animals" and how to build and use the other necessary equipment. By detailed description accompanied by over sixty diagrams, working drawings, sketches, and photographs this book tells how to carry out a whole circus—animal and acrobatic acts, clown stunts, side shows, and parade. Price, \$1.75.

**Stunt Night Tonight**, by Catherine Atkinson Miller. Comic plays, pantomimes, human puppet-show, and all sorts of stunts in complete detail, as well as stunt suggestions, make up this volume. Based on the folk-lore of many nations, on ballad, romance, and history, these stunts are as colorful as they are amusing. Most of them can be presented after just one rehearsal. Price, \$1.50.

#### MISCELLANEOUS

**After-Dinner Gleanings**, by John J. Ethell. This is a book of clever anecdotes, humorous stories, and short talks of a serious nature. It has a unique plan of organization by which appropriate stories may be brought into a talk or toast. It will furnish material for a clever speech—readymade, yet in a way original—for any person, any time, any place. Price, \$1.25.

**Good Times for All Times**, by Nina B. Lankin. This is the most complete book of its kind ever compiled. It is in every sense an encyclopedia of entertainment. In it is described every sort of festival, ceremony, stunt, and entertainment. It contains 8 ceremonials, 14 tableaux, 20 festivals, 2 dances, 24 parties, 50 stunts, 64 stunt races, 120 games and contests, 25 charades and pantomimes, 80 short selected bibliographies and 18 carnival shows, and circuses. Price, \$2.50.

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Bulk Confetti, bright and clean,	
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#### FUN MAKERS

Light Canes, per dozen	.30
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#### GAMES

Rubber Horse Shoe Set, not returnable, per set	.98
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#### NOISE MAKERS

Horn Dusters, per dozen	\$0.48
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Combination Knife, each	.20
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Ladies' or Gent's Rings, each	.20
Men's Ingersol Watch	.98
Novelty Pencils, per dozen	.60

#### TICKETS, MISCELLANEOUS

Special Carnival Tickets, per 500	.75
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Assorted Paints, handy make-up box for amateurs, per box	1.00
Burnt Cork, per can	.50
Lip Sticks, each	.50
Eyebrow Pencil, each	.25
Cold Cream, per can	.60

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 For the ENTERTAINER who needs jokes and other humorous materials out of which to produce comedy acts.  
 For the SPEAKER who in conversation or public address would liven up his remarks with humorous illustrations.

### LIE DETECTOR

"Why did you break off your engagement with that school teacher?"

"Every night I didn't show up, she wanted a written excuse."

### A MISUNDERSTANDING

1st Flapper: "Do you realize you look like Helen Brown?"

2nd Flapper: "Is that so? Well, you don't look so hot in blue, yourself!"

### DISGUISED

Pedestrian (to boy leading a skinny mongrel pup): "What kind of a dog is that, my boy?"

Boy: "This is a police dog."

Pedestrian: "That doesn't look like a police dog."

Boy: "Nope, it's in the secret service."

### KNEW HIS LATIN

They were scarcely seated before one of them nudged his shipmate and asked: "What does that word 'asbestos' mean across the curtain?"

"Pipe down," said his companion, and don't show your ignorance. That's Latin for 'welcome'."

Customer: "How do you sell this Limburger?"

Grocer: "I often wonder myself, ma'am."

Heard in a negro school. One black boy calling to another who was only about one shade darker.

"Hey, Midnight."

Midnight: "Look here boy, don't you call me no midnight. Yo's just about hap pas' 'leben yo'self."

Myrtle Dove — Why, your heart sounds like a drum beating.

Fonda Love—Yes, that is the call to arms.—*The Pathfinder*.

### PROGRESSING

Hiram walked four miles over the mountains to call on his lady fair. For a time they sat silent on the sofa in the parlor, but soon the spell of the evening had its effect and Hiram sidled closer to her and patted her hand.

"Mary," he began, "you know I got a clearin' over thar an' a team an' wagon an' some hawgs an' caows, an' I calc'late on building a house this fall, an' "—just then he was interrupted by Mary's mother in the kitchen.

"Mary," she called in a loud voice, "is that young man thar yit?" Back came the answer.

"No, ma, but he's gittin' thar!"

### QUITE SO, QUITE SO

A certain man announced that he was marrying a widow.

"I could never be a widow's second husband," his friend said bluntly.

The newly engaged man smiled.

"Well," he murmured, "I'd much rather be her second than her first."

Miss Sharpe: "So you can find no reason why she refused you?"

Reggie: "I simply cawn't think."

Miss Sharpe: "Wouldn't that be reason enough?"

Mose Melonwater went for a ride in an airplane. When he came down he said to the pilot: "Thank yo' boss, fo' dem two rides."

"Two rides?" said the aviator. "You've only had one!"

"No, sah," exclaimed the negro, "Ah had two—mah fust and mah last."

"I see you have a sign in your store, 'We Aim to Please,'" remarked the irritated customer.

"Certainly," replied the proprietor, "that is our motto."

"Well," retorted the I. C., "you ought to take a little time off for target practice."